

Scoring Rubric

Implementation Standards – Enrollment Eligibility, Child Screening, Child Assessment

<p>Excellent:</p> <ul style="list-style-type: none"> • Shows clear understanding of the expectation and readily agrees to comply with all requirements including: <ul style="list-style-type: none"> ○ Verifying <u>child's age</u> and <u>legal residency</u>; copy of child's birth certificate will be maintained in the child's file ○ Determining and clearly documenting family <u>income eligibility</u>; copies of documentation used to determine income eligibility will be maintained ○ <u>Hearing and vision screenings</u> will be obtained for all children within the first 45 days of programming; documentation will be maintained in the child's file ○ A <u>45 day developmental screening</u> will be conducted on all children; documentation will be maintained in the child's file ○ The program conducts quality ongoing progress monitoring on all children to ensure continuous improvement ○ The program is prepared to use the <u>formative assessment</u> tool and already has the necessary technology in place as well as available to staff 	<p>Notes:</p>
<p>Satisfactory:</p> <ul style="list-style-type: none"> • Shows understanding of the expectation and agrees to comply with all requirements including: <ul style="list-style-type: none"> ○ Verifying <u>child's age</u> and <u>legal residency</u>; copy of child's birth certificate will be maintained in the child's file ○ Determining and clearly documenting family <u>income eligibility</u>; copies of documentation used to determine income eligibility will be maintained ○ <u>Hearing and vision screenings</u> will be obtained for all children within the first 45 days of programming, support was requested to ensure compliance; documentation will be maintained in the child's file ○ A <u>45 day developmental screening</u> will be conducted on all children, support was requested to ensure compliance; documentation will be maintained in the child's file ○ The program conducts quality ongoing progress monitoring on all children to ensure continuous improvement ○ The program is willing to use the <u>formative assessment</u> tool and will ensure that the necessary technology is available for staff 	<p>Notes:</p>
<p>Needs Improvement:</p> <ul style="list-style-type: none"> • Acknowledges expectations and feels they can comply with requirements including: <ul style="list-style-type: none"> ○ Verifying <u>child's age</u> and <u>legal residency</u>; copy of child's birth certificate will be maintained in the child's file ○ Determining and clearly documenting family <u>income eligibility</u>; copies of documentation used to determine income eligibility will be maintained; program may require support ○ <u>Hearing and vision screenings</u> will be obtained for all children within the first 45 days of programming, 	<p>Notes:</p>

<p>support will likely be required; documentation will be maintained in the child's file</p> <ul style="list-style-type: none"> ○ A <u>45 day developmental screening</u> will be conducted on all children, support will likely be required; documentation will be maintained in the child's file ○ The program shows concerns with quality ongoing process monitoring on all children ○ The program shows concerns regarding the use of the <u>formative assessment</u> tool; technology is not readily available for staff 	
<p>Unsatisfactory:</p> <ul style="list-style-type: none"> ● Does not acknowledge or show understanding of expectations and it is questionable if the program can comply with requirements: <ul style="list-style-type: none"> ○ Unwilling to verify <u>child's age</u> and <u>legal residency</u> ○ Unwilling to determine and document family <u>income eligibility</u> ○ Unwilling to obtain <u>hearing and vision screenings</u> for all children ○ Unwilling to conduct a <u>45 day developmental screening</u> ○ Unwilling to conduct ongoing process monitoring on all children ○ Unwilling or unable to participate in using the new <u>formative assessment</u> tool 	Notes:

Implementation Standards – Ratios and Total Group Size, Environment, Curriculum and AZ Early Learning Standards

<p>Excellent:</p> <ul style="list-style-type: none"> ● Shows clear understanding of the expectation and readily agrees to comply with all requirements; upon visiting the site it appears that: <ul style="list-style-type: none"> ○ The program will operate a minimum of 180 days or the equivalent of a minimum of 450 hours per school year for half day programs or a minimum of 900 hours per school year for full day programs ○ The program will be able to meet all required teacher/child ratios of 1 to 10 as well as maintain total class size of 20 at all times ○ The environment clearly demonstrates high quality with clearly defined well stocked centers, and teachers are culturally and linguistically responsive to children. When children with special needs are present, appropriate furniture and equipment is available to ensure the full access and participation of all children in the program activities ○ The curriculum is designed around children's interests and needs; curriculum clearly aligns with the Arizona Early Learning Standards ○ Lesson plans are in place and being utilized; the lesson plans reflect individualized instruction in order to met children's specific needs ○ Use of the Arizona early Learning Standards is clearly documented and demonstrated ○ The program provides interactive and continuous adult supervision and is in compliance with state licensing and/or program accreditation requirements 	Notes:
--	--------

<ul style="list-style-type: none"> ○ The program will fully implement the AZ DHS Empower Program 	
<p>Satisfactory:</p> <ul style="list-style-type: none"> • Shows understanding of the expectation and agrees to comply with all requirements; upon visiting the site it appears that: <ul style="list-style-type: none"> ○ The program will operate a minimum of 180 days or the equivalent of a minimum of 450 hours per school year for half day programs or a minimum of 900 hours per school year for full day programs ○ The program will be able to meet all required teacher/child ratios of 1 to 10 as well as maintain total class size of 20 at all times ○ The environment clearly demonstrates high quality with clearly defined well stocked centers, and teachers are culturally and linguistically responsive to children. When children with special needs are present, appropriate furniture and equipment is available to ensure the full access and participation of all children in the program activities ○ The curriculum is designed around children's interests and needs; curriculum appears to align with the Arizona Early Learning Standards ○ Lesson plans are in place and being utilized; at times they reflect individualized instruction in order to meet children's specific needs ○ Use of the Arizona early Learning Standards is documented and/or demonstrated ○ The program provides interactive and continuous adult supervision and is in compliance with state licensing and/or program accreditation requirements ○ The program will fully implement the AZ DHS Empower Program 	<p>Notes:</p>
<p>Needs Improvement:</p> <ul style="list-style-type: none"> • Acknowledges expectations and feels they can comply with requirements; upon visiting the site it appears that: <ul style="list-style-type: none"> ○ The program will operate a minimum of 180 days or the equivalent of a minimum of 450 hours per school year for half day programs or a minimum of 900 hours per school year for full day programs ○ The program may have difficulty meeting the required teacher/child of 1 to 10 ratio as well as maintenance of total class size of 20 ○ The environment demonstrates quality; some centers are clearly defined; some centers are well stocked ○ A curriculum is in place; curriculum somewhat aligns with the Arizona Early Learning Standards ○ Program is aware of the Arizona Early Learning Standards and uses them on occasion ○ The program is aware of the need to provide interactive and continuous adult supervision and is in compliance with state licensing and/or program accreditation requirements ○ The program may have difficulty implementing the AZ DHS Empower Program 	<p>Notes:</p>
<p>Unsatisfactory:</p>	<p>Notes:</p>

<ul style="list-style-type: none"> Does not acknowledge or show understanding of expectations; upon visiting the site it is questionable if the program can comply with requirements: <ul style="list-style-type: none"> Required teacher/child ratios and maximum class size will be difficult or impossible to maintain Environment does not contain centers; lacks manipulatives No curriculum is in place Lesson plans are not in place and/or not utilized Program does not use the Arizona Early Learning Standards 	
--	--

Staff Qualifications

<p>Excellent:</p> <ul style="list-style-type: none"> Shows clear understanding of the expectations and meets all requirements including: <ul style="list-style-type: none"> Director/Administrator (those responsible for direct supervision of the program staff) holds, at a minimum, a bachelor's degree in Early Childhood, Child Development and/or Family Studies, or Early Childhood Special Education; or hold a principal's certificate through ADE Teacher holds a bachelor's degree in Early Childhood with a teacher's certificate through ADE, Child Development or Elementary Education with an endorsement in early childhood Teaching Assistant has a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development Instructional staff salaries are comparable to the salaries of local K-12 instructional staff 	Notes:
<p>Satisfactory:</p> <ul style="list-style-type: none"> Shows understanding of the expectation and is prepared to meet requirements including: <ul style="list-style-type: none"> Director/Administrator (those responsible for direct supervision of the program staff) holds, at a minimum, a bachelor's degree in an unrelated field and is currently enrolled in a program to obtain a degree in Early Childhood, Child Development and/or Family Studies, Early Childhood Special Education, or educational leadership with the intent of pursuing a principal's certificate through ADE; a waiver and action plan will be put in place and will demonstrate consistent progress Teacher holds at a minimum an associate's degree in Early Childhood or Child Development, and is currently enrolled in an approved bachelor's degree program leading to early childhood certification; a waiver and action plan will be put in place and will demonstrate consistent progress Teaching Assistant has a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development or is currently enrolled in a program to meet these requirements; a waiver and action plan will be put in 	Notes:

<p>place and will demonstrate consistent progress</p> <ul style="list-style-type: none"> ○ Instructional staff salaries are comparable to the salaries of local K instructional staff 	
<p>Needs Improvement:</p> <ul style="list-style-type: none"> ● Acknowledges expectations and is willing to work towards meeting requirements including: <ul style="list-style-type: none"> ○ Director/Administrator (those responsible for direct supervision of the program staff) does not hold, at a minimum, a bachelor's degree in a related field but is currently enrolled in a program to obtain a degree in Early Childhood, Child Development and/or Family Studies, or Early Childhood Special Education; a waiver and action plan will be put in place and progress will be demonstrated ○ Teacher holds, at a minimum, an associate's degree in Early Childhood or Child Development and is looking at enrolling in an approved bachelor's degree program leading to early childhood certification; a waiver and action plan will be put in place and progress will be demonstrated ○ Teaching Assistant is currently enrolled in a program to obtain a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development; a waiver and action plan will be put in place and progress will be demonstrated ○ Supervision is seeking instructional staff salaries to be comparable to the salaries of local K-12 instructional staff 	<p>Notes:</p>
<p>Unsatisfactory:</p> <ul style="list-style-type: none"> ● Does not acknowledge or show understanding of expectations and does not appear to be willing to meet requirements: <ul style="list-style-type: none"> ○ Director/Administrator (those responsible for direct supervision of the program staff) does not hold, at a minimum, a bachelor's degree and is not interested in pursuing further education in order to meet this requirement ○ Teacher does not hold, at a minimum, an associate's degree and is not interested in pursuing further education in order to meet this requirement ○ Teaching Assistant does not currently hold nor is enrolled in a program to obtain a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development and is not interested in pursuing further education in order to meet this requirement ○ Supervision is not uninterested in supporting instructional staff salaries being comparable to local K-12 instructional staff 	<p>Notes:</p>

Supervision and Professional Development Standards

<p>Excellent:</p> <ul style="list-style-type: none">• Shows clear understanding of the expectation and readily agrees to comply with all requirements including:<ul style="list-style-type: none">○ Providing program personnel with regular, high quality, professional development opportunities○ Providing program personnel opportunities to participate in professional development on the Arizona Early Learning Standards○ Supervisor supports program personnel in demonstrating competency on the use of the Arizona Early Learning Standards○ Program is implementing the Early Childhood Quality Improvement Practices (ECQUIP) which includes community partners (i.e. Head Start, Title I, Special Education, Private Child Care, K-3 teachers, etc.)○ Program is implementing the Program Guidelines for High Quality Early Education: Birth Through Kindergarten	<p>Notes:</p>
<p>Satisfactory:</p> <ul style="list-style-type: none">• Shows understanding of the expectation and agrees to comply with all requirements including:<ul style="list-style-type: none">○ Providing program personnel with regular, high quality, professional development opportunities○ Providing program personnel opportunities to participate in professional development on the Arizona Early Learning Standards○ Supervisor support program personnel in demonstrating competency on the use of the Arizona Early Learning Standards○ Program is implementing the Early Childhood Quality Improvement Practices (ECQUIP) which includes community partners (i.e. Head Start, Title I, Special Education, Private Child Care, K-3 teachers, etc.)○ Program is implementing the Program Guidelines for High Quality Early Education: Birth Through Kindergarten	<p>Notes:</p>
<p>Needs Improvement:</p> <ul style="list-style-type: none">• Acknowledges expectations and feels they can comply with requirements including:<ul style="list-style-type: none">○ Providing program personnel with some professional development opportunities○ Providing program personnel with information on how to participate in professional development on the Arizona Early Learning Standards○ Program had been provided with information regarding implementing the Early Childhood Quality Improvement Practices (ECQUIP) which includes community partners (i.e. Head Start, Title I, Special Education, Private Child Care, K-3 teachers, etc.)○ Program had been provided with information regarding implementing the Program	<p>Notes:</p>

Guidelines for High Quality Early Education: Birth Through Kindergarten	
<p>Unsatisfactory:</p> <ul style="list-style-type: none">• Does not acknowledge or show understanding of expectations and it is questionable if the program can comply with requirements:<ul style="list-style-type: none">○ Program personnel receive few or no professional development opportunities○ Program personnel will not be encouraged to participate in professional development on the Arizona Early Learning Standards○ Program supervisor/personnel is not interested in participating in the Early Childhood Quality Improvement Practices (ECQUIP)○ Program supervisor/personnel is not interested in participating the Program Guidelines for High Quality Early Education: Birth Through Kindergarten	<p>Notes:</p>